

2019-2020 Mapleshade SMART Goal # 1

Review our “innovation” goal below. Reflect upon your experience implementing this goal and adjust your practice to improve the student experience and learning outcomes.

Every teacher will continue to challenge (“try something innovative”) themselves to incorporate a new or improved component into their curriculum in one or more areas that is measurable by assessing standard mastery and/or performance tasks. Some examples are, but not limited to : personalized learning, project-based learning, genius hour, problem-based learning, maker education, technological integration for engagement and creativity, performance-based assessments, STEM, co-teaching, etc. Some of the new developments happening next year are *Project Lead the Way*, *Add+Vantage Mathematics Recovery*, *iReady teaching and Assessment system*, and *Collective Efficacy for teamwork and focus*.

(Alignment: ***District Goal #2 and 3 Instruction and Continuous Learning and achievement***)

Teachers will identify their professional growth area as a team or individual through our district evaluation system, during the goal setting and self-assessment period.

Person/persons responsible for monitoring: Collective Accountability

Begin Date: 9/2019

Anticipated Completion Date: 6/2020

Key Steps

1. During meeting and common planning time, our teachers will collaborate. They will continue to reflect on teaching experiences that they were really proud of or are beginning to learn about / implement. They will research and apply modifications or changes as needed.
2. Teachers will implement a timeline for educating themselves regarding their modified initiative (research, video, PD, observe a colleague, webinar, etc.). After, they will develop and begin teaching their first lesson/begin implementation.
3. Teachers will build “thinking as a routine” into their work with students and limit the amount of teacher talk, plan for questioning, and push their students’ thinking daily (ref. Pg 183 -184 “Creating Cultures of Thinking” to distribute in early September)
4. Teachers will share their experiences with their colleagues regarding their new teaching initiative and “thinking routines” and revise and improve their teaching.

Benchmarks

1. Students will be assessed in a variety of ways that incorporate, but are not limited to, speaking, writing, reasoning, creativity, engagement, standardized or collaborative grade level assessments and cooperation.
2. Students will work toward mastery of one or more content standards connected to their innovative initiative.
3. All students will grow at least one proficiency level (N, B, P, M) towards mastery of ELA, Math and/or Science Priority Standards as measured by formative assessments and Benchmark Assessments (ie: *i-Ready* and BAS). Priorities will be reviewed and agreed upon by grade level teams which will include, but are not limited to: standards that articulate a connection to their new professional practice and student learning opportunity. Examples could be but not limited to writing texts for a variety of purposes across all content areas, spanning the genres of argument/opinion, informational, and narrative; mathematical, scientific and engineering practices, claims, evidence, reasoning, etc.

Education Results – (data):

1. Results from iReady assessments will show that the aggregate number of students have maintained an SGP in the range of 40 - 60 or higher in both reading and math.
2. All students will improve their academic performance on the MCAS assessment, resulting in the school meeting the ELA Achievement target of 507 in ELA 2020; 504 in MATH 2020; 93 in STE 2020, as set by the state's targets in order to meet our Accountability Percentile goal of the 61st for the aggregate population of students.

SMART Goal # 2

All ELPS staff will create a safe, nurturing, and respectful learning/working environment resulting in an educational experience that supports the whole child by fostering social, emotional, and academic skill development throughout all grades. (District Alignment: **Goal #1 Teaching all students / Social Emotional Competencies**)

Key Action

1. An MTSS Leadership Team will be formed to create and improve a Multi-Tiered Support System in our school.
2. All staff will ensure that schools are safe and welcoming places for students, families and Staff.

3. Programs for SEL will be created or continue and evaluated for their effectiveness based upon the student experiences in school and overall well-being and happiness : ***Student Mentor Program, Look for the Good, Mindfulness, Second Step*improve, Social Justice League, Caring Cafe/3D Printing, Start with Hello, Lunch Groups, MTSS, Social Emotional Team, Morning Meeting, Whole School Field Trip, Chess Club, Walking Club, Healthy Heroes and After School programs.***
3. Social-emotional learning strategies will be integrated into curriculum to promote the development of students' interpersonal skills, responsible decision-making, resilience and perseverance (grit).
4. Each building will review 2019-2020 Survey Data (Student Exit Surveys, Parent Surveys, Staff surveys) with building staff and School Councils to develop action plans to address identified areas of focus by October of 2020.
5. The District will use quick, periodic staff and parent surveys to receive feedback on specific topics related to progress on the ELPS SMART Goals.
6. Engage parents/families/students/staff in community-building experiences by providing a minimum of two school/district educational workshops and/or community building events.
7. Engage community groups regarding ELPS Goals and programming and expand community partnerships supporting achievement of these goals.
8. Continue to implement annual student/parent/staff building surveys at all levels at least one time each year.

Results:

1. 80% of survey respondents are satisfied with the educational presentations and/or workshops provided by ELPS
2. Percentage of parents/families and/or students completing school surveys will increase by 5% from the 2018-2019 school year.
3. Mapleshade will see an increase in the percentage of students reporting positive relationships with peers and adults (and a sense of belonging) in their school
4. 85% of students/parents/families/staff reporting a safe and welcoming school environment.